PART A - Initial Equality Screening Assessment

As a public authority we need to ensure that all our strategies, policies, service and functions, both current and proposed have given proper consideration to equality and diversity.

A **screening** process can help judge relevance and provide a record of both the process and decision. Screening should be a short, sharp exercise that determines relevance for all new and revised strategies, policies, services and functions.

Completed at the earliest opportunity it will help to determine:

- the relevance of proposals and decisions to equality and diversity
- whether or not equality and diversity is being/has already been considered, and
- whether or not it is necessary to carry out an Equality Analysis (Part B).

Further information is available in the Equality Screening and Analysis Guidance – see page 9.

1. Title	
Title: 2019 Education Performance Outcomes	
Directorate: CYPS	**Service area: Education**
Lead person: Pepe Di'lasio	**Contact number: 01709 255733**

Is this a:

	Strategy / Policy		**Service / Function**	X	**Other**

If other, please specify
An overview of the provisional unvalidated educational outcomes of children and young people in primary, special, secondary schools and academies in Rotherham for the 2018/19 academic year.

2. Please provide a brief description of what you are screening
Provisional data released by Department for Education, relation to Key Stage outcomes. The data is currently un-validated and reflects provisional attainment outcomes for the Borough.

3. Relevance to equality and diversity		
All the Council's strategies/policies, services/functions affect service users, employees or the wider community – borough wide or more local. These will also have a greater/lesser relevance to equality and diversity. The following questions will help you to identify how relevant your proposals are. When considering these questions think about age, disability, sex, gender reassignment, race, religion or belief, sexual orientation, civil partnerships and marriage, pregnancy and maternity and other socio-economic groups e.g. parents, single parents and guardians, carers, looked after children, unemployed and people on low incomes, ex-offenders, victims of domestic violence, homeless people etc.		
Questions	**Yes**	**No**
Could the proposal have implications regarding the accessibility of services to the whole or wider community? *(Be mindful that this is not just about numbers. A potential to affect a small number of people in a significant way is as important)*		x
Could the proposal affect service users? *(Be mindful that this is not just about numbers. A potential to affect a small number of people in a significant way is as important)*		x
Has there been or is there likely to be an impact on an individual or group with protected characteristics? *(Consider potential discrimination, harassment or victimisation of individuals with protected characteristics)*		x
Have there been or likely to be any public concerns regarding the proposal? *(It is important that the Council is transparent and consultation is carried out with members of the public to help mitigate future challenge)*		x
Could the proposal affect how the Council's services, commissioning or procurement activities are organised, provided, located and by whom? *(If the answer is yes you may wish to seek advice from commissioning or procurement)*		x
Could the proposal affect the Council's workforce or employment practices? *(If the answer is yes you may wish to seek advice from your HR business partner)*		x
If you have answered no to all the questions above, please explain the reason		
The report contains data only for information in relation to school and academy key stage outcomes.		

If you have answered **no** to all the questions above please complete **sections 5 and 6.**

If you have answered **yes** to any of the above please complete **section 4.**

4. Considering the impact on equality and diversity

If you have not already done so, the impact on equality and diversity should be considered within your proposals before decisions are made.

Considering equality and diversity will help to eliminate unlawful discrimination, harassment and victimisation and take active steps to create a discrimination free society by meeting a group or individual's needs and encouraging participation.

Please provide specific details for all three areas below using the prompts for guidance and complete an Equality Analysis (Part B).

- **How have you considered equality and diversity?**

*(**think about** the scope of the proposal, who is likely to be affected, equality related information, gaps in information and plans to address, consultation and engagement activities (taken place or planned) with those likely to be affected)*

- **Key findings**

***(think about** any potential positive and negative impact on different equality characteristics, potential to promote strong and positive relationships between groups, potential to bring groups/communities into increased contact with each other, perception that the proposal could benefit one group at the expense of another)*

- **Actions**

***(think about** how you will promote positive impact and remove/reduce negative impact)*

Date to scope and plan your Equality Analysis:	
Date to complete your Equality Analysis:	
Lead person for your Equality Analysis (Include name and job title):	

5. Governance, ownership and approval

Please state here who has approved the actions and outcomes of the screening:

Name	Job title	Date
Pepe Di'lassio	Assistant Director of Education CYPS	1.10.19
Education Senior Management Team	Education SMT	24.9.19

6. Publishing

This screening document will act as evidence that due regard to equality and diversity has been given.

If this screening relates to a **Cabinet, key delegated officer decision, Council, other committee or a significant operational decision** a copy of the completed document should be attached as an appendix and published alongside the relevant report.

A copy of **all** screenings should also be sent to equality@rotherham.gov.uk For record keeping purposes it will be kept on file and also published on the Council's Equality and Diversity Internet page.

Date screening completed	1.10.19
Report title and date	Educational Outcome Cabinet Paper November 2019
If relates to a Cabinet, key delegated officer decision, Council, other committee or a significant operational decision – report date and date sent for publication	Not a key decision report
Date screening sent to Performance, Intelligence and Improvement equality@rotherham.gov.uk	1.10.19